

Spring 1-15-2014

# ENG 1002G-021: Composition and Literature

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## Recommended Citation

Allison, John, "ENG 1002G-021: Composition and Literature" (2014). *Spring 2014*. 28.  
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COMPOSITION AND LITERATURE (Writing-Centered Course)  
 ENGLISH 1002G-021  
 Spring 2014

Objectives:

- to promote careful, coherent, substantive writing;
- to encourage active, thoughtful reading of world-class drama, fiction, and poetry;
- to increase understanding of views and cultures represented in literature;
- to sharpen critical thinking -- the analysis of ideas and evidence;
- to provide experience using primary and secondary evidence.

Scope: During the term you will read a range of drama, fiction, and poetry. You will complete three typed essays of three-four pages (700-800 words) of argument, plus a "Works Cited." You will write two essays in class (500-600 words each). To help you write the in-class essays, you can bring outlines but not complete drafts. As a capstone experience, you will interpret a range of stories and poems during a final in-class exam. The final exam will require you to write two short interpretations (about 250-300 words each) and one essay (about 500-600 words). In addition, a portion of your grade will be based on pop quizzes. Here's a breakdown of the components that will determine your final grade for the course:

- |   |              |
|---|--------------|
| -three out-of-class essays supported with research: | 50% of grade |
| -two in-class essays:                               | 25% of grade |
| -pop quizzes:                                       | 10% of grade |
| -final examination:                                 | 15% of grade |

Grading Policy: For the essays and final, I will grade using a simple ten-point scale. That is, a 92% is an A-, an 87% is a B+, and so on. When I grade the essays and the final, I will consider content (purpose, reasoning, evidence), organization and coherence, grammar and mechanics, and style. Keep in mind that an essay or a final will fail if it is radically deficient in any of the areas for grading I have mentioned. After all, readers are

served neither by a technically perfect essay that is superficial and empty nor an otherwise thoughtful essay that is riddled with distracting errors and infelicities.

Revision Opportunity: You can revise your first two essays for up to 15% over your original grade.

Late-Work Policy: You are expected to hand in your work on time and in class. You will forfeit five points each day your work is late.

Attendance Policy: If you are enrolled in another class or engaged in any other activity that may cause you to miss a significant number of classes in 1002G, you should not attempt to take 1002G this term. If you have an excused absence, I will arrange time for you to catch up with written work. For an excused absence, you must provide a verifiable excuse from Health Service, a doctor, or a University official. Each unexcused absence will reduce the course grade by 2%.

Plagiarism Policy: Plagiarism is a serious offense; it is intellectual theft and fraud. Accordingly, plagiarism will be punished in conformity with English Department and University procedures. Here is the English Department's statement concerning plagiarism:

Any teacher who discovers an act of plagiarism --"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own work"-- (Random House Dictionary of the English Language) has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" for the assigned essay and a grade of "F" for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Writing Portfolio Submissions: If you choose to do so, you may submit one of your essays for your writing portfolio. Before you submit the essay electronically, give me a copy of the graded essay. Keep in mind that all submissions must include at least 750 words. To review instructions for electronic submission, go to "Electronic Writing Portfolio" by using the A to Z index at the upper right of Eastern's Website.

## TENTATIVE SCHEDULE

1. Week of January 13
  - Introduction to Course; Writing Assignment: My Reading and Writing
  - “Greek Drama” and “Sophocles” (30-40, 69-72)
  - *Oedipus Rex* (73-80)
2. Week of January 20
  - M.L King’s Birthday: No Classes**
  - Oedipus the King* (80-94); **Writing Assignment Due: My Reading and Writing**
  - Further Discussion of Play; Introduction to Elizabethan Drama (252-61)
3. Week of January 27
  - “Shakespeare” and *A Midsummer Night’s Dream* (296--305 to Act II)
  - A Midsummer Night’s Dream* (305-329)
  - Further Discussion of Play; Assignment for In-class Essay of Interpretive Summary of a Play
4. Week of February 3
  - “Arthur Miller” and *Death of a Salesman* (1065-1086 to Act II)
  - Death of a Salesman* (1086-1106)
  - Further Discussion of the Play; Review of Outlines for In-class Essay
5. Week of February 10
  - Review of Outlines for In-Class Essay; Introduction to Narrative Fiction
  - Writing Your In-class Essay (Bring outlines.)**
  - Lincoln’s Birthday**
6. Week of February 17
  - Finishing/Editing Your In-class Essay**
  - Poe’s “The Fall of the House of Usher” (1115-31); Assignment for Out-of-Class Essay of Interpretive Summary of Drama
  - Poe’s “The Cask of Amontillado” (1109-14)
  - Hawthorne’s “Young Goodman Brown” (528-37); Assignment for In-Class Essay of Analysis
7. Week of February 24
  - Hawthorne’s “Young Goodman Brown” (528-37); Assignment for In-Class Essay of Analysis
  - Gilman’s “The Yellow Wallpaper” (461-73)
  - Faulkner’s “A Rose for Emily” (408-15)
  - O’Connor’s “A Good Man Is Hard to Find” (1042-53); **Out-of-Class Essay of Interpretation of Drama Due**

8. Week of March 3

- Melville's "Bartleby, the Scrivener" (878-888);
- “Bartleby, the Scrivener” (888-904)
- Cather's "Paul's Case" (228-42)

**Spring Break**

9. Week of March 17

- Review of Outlines for In-class Essay; Fitzgerald's "Babylon Revisited" (428-44)
- Writing Your In-class Essay of Analysis of a Story**
- Finishing/Editing Your In-class Essay**

10. Week of March 24

- Baldwin's "Sonny's Blues" (57-80)
- Cheever's "The Swimmer" (247-55)
- Oates' "Where Are You Going, Where Have You Been?" (988-1000)

11. Week of March 31

- Introduction to Poetry; "Writing about Poetry: From Inquiry to Final Paper" (58-65); Discussion of "To the Virgins, to Make Much of Time" (79)
- Dancing an Attitude: "Because I could not stop for Death" (336-37), "Do Not Go Gentle Into That Good Night" (253-54)
- "To an Athlete Dying Young" (631-32), "That time of year thou mayst in me behold" (642-43)

12. Week of April 7

- Now for Something Completely Different: "Anecdote of the Jar" (171), "Kubla Kahn: or, a Vision in a Dream" (621-22), "This is Just to Say" (652); Handout of Poe's "Annabel Lee"
- Rhythm and Rhyme (194-98, 217-21)
- Analysis of "Annabel Lee"

13. Week of April 14

- Out-of-Class Essay Comparing or Contrasting Stories Due**; "Ode to the West Wind" (264-67) "
- Ode on a Grecian Urn" (94-95), from "Song of Myself" (182-83)
- “Heaven”—is what I cannot reach” (326), “‘Hope’ is the thing with feathers” (326), “The Robin’s my Criterion for Tune—“ (327), “Much Madness is divinest Sense—“(331), “One need not be a Chamber—to be Haunted—“ (336)

14. Week of April 21

- “To His Coy Mistress” (80-81), “My Last Duchess” (180-81), **Students’**

**Selection of Poems: Hand In titles of three poems that aren't listed on the reading schedule.**

- “Ulysses” (647-484), “The Love Song of J. Alfred Prufrock” (494-98)
- “I, Too” (407), “Old Walt” (424), “Ballad of the Landlord” (417), “50-50” (419)

15. Week of April 28

- Discussion of Poems You've Chosen; **Out-of-Class Essay on Poetry Due**
- Discussion of Poems You've Chosen
- Preparation for Final Examination

**NOTES**

